

Learning Communities

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Outline

- 5 Minute Universe
- History
- Trends
- Benefits
- Program Models
- Integrated Assignment
- Planning and Administration
- Faculty Development
- Assessment and Evaluation



5 Minute Universe



History



National Learning Communities Project



- Began in the state of Washington in 1983
- Started with Evergreen College (4 yr) and Seattle Central Community College (2 yr)
- Moved from a pedagogical innovation to a faculty development effort
- Created by Barbara Leigh Smith and Jean MacGregor of Evergreen College
- Housed at Evergreen State College through a public service center, known as the Washington Center for the Improvement of Undergraduate Education
- Headquarter for the Learning Communities Project
- <http://learningcommons.evergreen.edu>
- Currently Co-Directed by Emily Lardner and Gillies Malnarich

Johnson C. Smith University



- Historically, Black, private, undergraduate institution
- Liberal Arts Institution
- Charlotte, North Carolina
- 103 full-time faculty
- Student Enrollment @1488
- 98% African American students
- *Think-Pad University, Learning Communities, LAC and Service Learning*
- President, Dr. Ronald Carter

JCSU's Mission



...The University endeavors to produce graduates who are able to communicate effectively, think critically, learn independently as well as collaboratively, and demonstrate competence in their chosen fields...



Definition, Trends and Structure

What are Learning Communities and how are they structured?

Critical components of successful LCs



What Matters in College?

Astin, A. W. *What Matters in College: Four Critical Years Revisited*. 1993.

- Student - Student interaction
- Student - Faculty interaction
- Student oriented faculty
- Discussing racial/ethnic issues with other students
- Hours studying
- Tutoring other students
- Socializing with diverse students
- Student body with high socioeconomic status
- Institutional emphasis on diversity
- Faculty positive about general education
- Students value altruism and social activism



Factors Negatively Associated with Positive Student Outcomes



- Hours spent watching television
- Institutional size
- Use of teaching assistants
- Full-time employment
- Lack of community among students
- Living at home
- Participating in inter-collegiate athletics
- Peers oriented toward materialism

Astin, A. W. What Matters in College: Four Critical Years Revisited. 1993.

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Recent Trends in Educational Reform Efforts



- Moves from student-centered to learning-centered educational thrust
- Embraces disciplinary and multi-disciplinary perspectives
- Includes a variety of ways of constructing and demonstrating meaning and understanding
- Fosters a collaborative learning environment
- Increases emphasis on active and collaborative learning
- Incorporates rationally-based and values-based knowledge
- Encourages civic and service components in educational agenda

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Definition of Learning Communities



- Consist of a variety of approaches that link or cluster classes during a given term, often around an interdisciplinary theme or public issue, that enroll a common cohort of students.
- This represents an intentional restructuring of students' time, credit, and learning experiences to build community and to foster more explicit connections among students, among students and their teachers, and among disciplines.

(Jean MacGregor and Barbara Leigh Smith)

- At the heart of all Learning Communities is an intentionally-designed integrated assignment (Emily Lardner and Gillies Malnarich, 2007)

The Washington Center for the Quality of Undergraduate Studies

Situating LCs in appropriate curricular arenas



1. Identify goals for a learning community initiative

- for students
- for faculty
- for the curriculum
- for the institution

2. Consider areas of need:

- first-term-in-college adjustment needs and developmental opportunities
- high-risk courses
- gateway courses and pre-requisites
- critical distribution courses
- platform courses for specific majors
- courses that are or could be arenas for bridging skills/content, theory/practice, liberal arts/professions
- across-curriculum initiatives

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Situating LCs in appropriate curricular arenas continued...



3. Consider building on existing nests of interest and opportunity:

- areas of faculty interest, strength, innovation
- your college's distinctive mission and location
- fit with and ability to enhance other initiatives already underway on the campus



Learning Communities are Found in:



- Developmental studies
- Freshmen/First Year initiatives
- Strategies for coherence in general education
- Writing programs: teaching writing in the context of a subject or an interdisciplinary theme
- Study in a minor (Women's Studies, Environmental Studies)
- Study in the major
- Graduate school programs
- Honors Programs

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Benefits to students, university, community

Based on findings across the
country



Learning Communities Address the Need for:

- Greater intellectual interaction
 - student ↔ student
 - student ↔ faculty
 - faculty ↔ faculty
- Curricular coherence: reinforcement and/or integration of ideas
- Understanding issues which cross subject matter boundaries
- Ways to facilitate the move toward a richer, learning-centered environment
- Active and collaborative learning
- Exploring and understanding diverse perspectives
- Student retention and progress toward degree
- Faculty development
- Low-cost methods for doing the above



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Features of Effective Learning Communities

Source: *Involvement in Learning*, 1984.

- They are usually smaller than most other units on campus.
- They have a sense of purpose.
- They help overcome the isolation of faculty members from one another and from their students.
- They encourage faculty members to relate to one another both as specialists and as educators. (In effect this encourages the development of new faculty roles.)
- They encourage continuity and integration in the curriculum.
- They help build a sense of group identity, cohesion, and "specialness."



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Benefits: Learning Communities



- Strengthen student retention
- Increase learning
- Enhance recruitment efforts
- Increase student satisfaction
- Deepen understanding of content
- Create a sense of community when it is connected to co-curricular activities
- Create a sense of community when connected to service learning experiences
- Provide an opportunity for faculty and students to bond in and out of the classroom

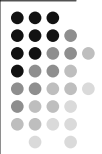
Benefits continued...



- Make way for a smooth transition to college
- Provide opportunities to “learn by doing”
- Provide a supportive learning environment

Curricula Models

Three Basic Types
Freshman Interest Groups
Paired/Cluster Classes
Coordinated Studies (Team-Taught)



Choosing the appropriate LC Model

What are student enrollment patterns?

- usual course loads (full-time, part-time)
- scheduling patterns, needs
- kinds of courses taken (general education, honors, developmental, gateway courses into majors)

What are staff and faculty opportunities and constraints?

- usual teaching loads
- staffing patterns and sizes of key courses
- reward systems
- "riskiness"
- history of collaboration
- interest in deep collaboration
- history of academic/student affairs partnerships
- current advising and placement systems



Choosing the appropriate LC Model continued...

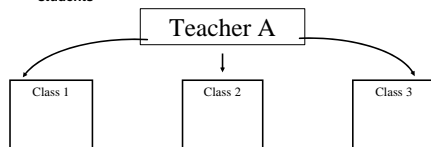
What is your institutional milieu?

- history of conversations and initiatives around strengthening teaching and learning
- genuine interest in fostering institutional commitment toward cross-disciplinary and unit collaboration
- willingness, flexibility and ability to support change, especially to change planning practices, and resource development
- commitment to focused arenas of change
- fit with other institutional priorities

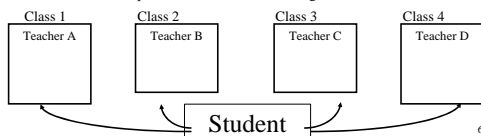


From Courses

Usually, teachers teach separate courses to separate sets of students

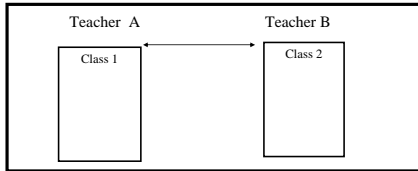


and students experience their separate courses in unrelated fragments



To Programs

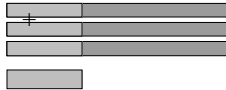
By intentionally pairing or clustering courses into **programs**, both teachers and students experience a more coherent and enriched teaching and learning environment.



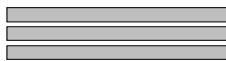
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Learning Communities Can Be Structured As:

Programs in which a small cohort of students enrolls in larger classes that faculty DO NOT coordinate. Intellectual connections and community-building often take place in an additional integrative seminar. (e.g. FIG)



Programs of two or more classes linked thematically or by content, which a cohort of students takes together. The faculty DO plan the program collaboratively.



Programs of coursework that faculty members team-teach. The course work is embedded in an integrated program of study.



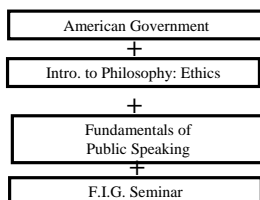
shading represents the student cohort

"F.I.G.'s" Freshman Interest Groups

Goal: The creation of small effective academic learning communities in a large college setting.

Vehicle: Triads of courses offered around an area of interest, an interdisciplinary topic, or courses related to a specific major. Each F.I.G. has a peer advisor, a more advanced undergraduate who convenes the group weekly to form study groups, to learn about campus resources, and to plan social gatherings.

Pre-Law
F.I.G.



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Examples of F.I.G.'s

| | |
|--------------------------|---|
| THE AMERICAN STATE | Introduction to Politics Survey - U.S. History Interdisciplinary Writing F.I.G. Seminar |
| THE SPECTRUM OF BEHAVIOR | Psychology as a Natural Science Intro. to Anthropology Composition: Social Issues F.I.G. Seminar |
| PRE-ENGINEERING | Psychology w/Analytic Geometry General Chemistry Composition: Exposition Engineering Careers F.I.G. Seminar |

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Linked or Paired Courses

Goal: Curricular coherence and integrating skill and content teaching

- Two courses for which students co-register.
- Generally, faculty work to coordinate syllabi and assignments, but teach their classes separately.
- Often, a writing or speech course is linked to a lecture-centered course, or a mathematics course is linked to a science course.

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Examples of Paired Courses

Introduction to Public Speaking
American History

Beginning Calculus
College Physics

College Study Skills
Introductory Biology

Technical Writing
Intro. to Environmental Science

Women and Fiction
Philosophy: Ethics

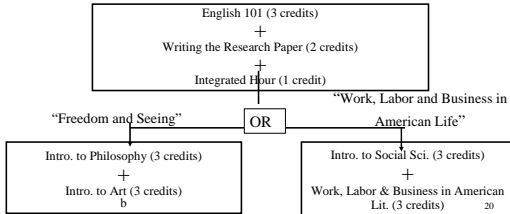
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Learning Clusters:

Goal: Coherence, thinking and writing skills in a community setting

LaGuardia Community College

- All day-time enrolled students in Liberal Arts AA Programs take one of these 12-credit clusters.
- Cluster enrollment is limited to 30 students. Students travel from class to class as a self-contained group.



A Learning Cluster Schedule: Work, Labor and Business in American Society

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------------------|--------------------------------------|---------------------------------------|--|--------|
| | 9:20-11:50 | | | |
| 10:40-11:50 Research Paper | Work, Labor & Business in Amer. Lit. | 10:40-11:50 Research Paper | 9:40-11:50 Work, Labor & Business in Amer. Lit. | |
| 12:00-1:10 Composition | | 12:00-1:10 Integrated Hour | 12:00-1:10 Composition | |
| 1:20-2:30 Intro. to Social Science | | 1:20-2:30 Intro. to Social Science | 1:20-2:30 Intro. to Social Science | |

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Coordinated Study Model

Evergreen College

The learning community is engaged "full-time" (15-18 credits) in interdisciplinary, active learning around themes. Faculty development occurs through co-planning and team-teaching across disciplinary boundaries.

- Faculty teams of 3-4 co-plan the coordinated study around an over-arching theme, or around related content/skills subjects
- Generally, faculty members teach *only* in the coordinated study, and students register for it as their entire "course load"
- Therefore, scheduling of class time becomes quite flexible: opportunities for BLOCKS of time for lectures, discussions, field trips, workshops
- Frequent use of "book seminars," collaborative learning, and student projects

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Team-Taught Course Pairs (Coordinated Studies)



“Chemath”

Intro. Chemistry
Intermediate Algebra

+

“Politics & the Internet”

Computer Science
Political Science

+

“Mexico: Facts & Fiction”

History of Mexico
Cinema

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Team-Taught Triads of Courses



The Quanta Program at
Daytona Beach Community College
A year-long program involving 3 courses (9 credits) each semester.

Fall

“The Quest for Identity: the Search for Identity and Intimacy”

English 1 (Composition)
+
Psychology of Adjustment
+
Humanities 1

Spring

“Threshold to the Millennium: Towards a Better World”

English 2 (Literature)
+
General Psychology
+
Humanities 2

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Coordinated Study Model

Typical Schedules



Problems Without Solutions?

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------------|--------------------------------|--|--|----------|
| 9-10:30 Lecture | 9-10:30 Faculty Seminar | 8-1:00 Literacies Workshop | 9-10:30 Lecture | Prep Day |
| 11-12:30 Book Seminar | 11-12:30 Lecture | • writing • quantitative reasoning • photography | 11-12:30 Book Seminar | |
| 1:30-3:30 Film/Video | 2:30-4:00 Topical Workshops | | 1:30-3:30 In Conversation Week in Review | |

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JCSU Model

Financing



JCSU Model: Learning Communities (Cluster Model)

- 21 Linked LC Blocks (all freshmen)
- Each LC Block has:
 - 30 (maximum) students in a cohort per block
 - 4-5 five full-time faculty teaching in each block
 - Team Leader
 - Cluster Leader (serves 4 blocks)
 - Case manager for each block
 - Orientation leaders for each block
 - Peer Active Learning Mentors (PALMs)
 - Student Engagement Active Learner (SEAL) Trainers
 - 15-16 credit hour loads per block
 - Every block has a Math, English and Orientation Course
- Tutors



JCSU Per Block (20) Organization

| | |
|---|----------------------|
| Team Leader | |
| 3-5 Full-time Faculty SEAL | Case Manager PALM |
| 30 Students | |
| Enrolled in 15-16 credit hours of pure GE courses- Math, English and Orientation in every block | |

Core Practices at JCSU Across All Blocks

- Integrated assignment
- Co-curricular activities
- Service learning



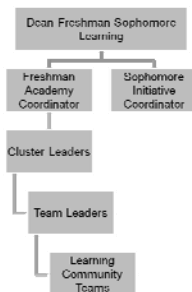
JCSU Scheduling Classes

- Department Chairs create schedules
- Classes scheduled in blocks (5 courses)
- Blocks grouped into clusters (3-4 blocks)
 - Honors
 - STEM
 - Early schedule
 - Et cetera
- Faculty assigned to single cluster

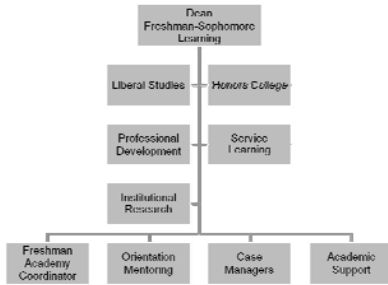
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JCSU Organization Learning Communities



JCSU Organization Learning Communities Support



Designing an Integrated Assignment



Essential Learning Outcomes

Knowledge of human cultures and physical and natural world

- focused by engagement with big questions, both contemporary and enduring

Intellectual and practical skills

- practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards of performance

Personal and social responsibility

- anchored through active involvement with diverse communities and real-world challenges

Integrative learning

- demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems



From: AAC&U, LEAP Report, *College Learning for the New Global Century*, p.12

Is there a difference between integrative and interdisciplinary learning?

Working definition for project

Individuals demonstrate *interdisciplinary understanding* when they integrate knowledge and modes of thinking from two or more disciplines or established fields of knowledge in order to create products, solve problems, and offer explanations of the world around them in ways that would not have been possible through single disciplinary means.



Adapted from Boix Mansilla & Gardner, 2000

Interdisciplinary integrations

- ❖ Integrating knowledge and modes of thinking in two or more disciplines to advance understanding
- ❖ Integrating expert perspectives (e.g. M. Gandhi, J. Sachs, Liberation Theology on poverty)
- ❖ Integrating artistic modalities (e.g., history and sculpture in monument)
- ❖ Integrating disciplines to understand experience (e.g., life-story placed in the larger sociological, historical, economic context)



Integrated Assignment Format

- ❖ Purpose
- ❖ Disciplinary Grounding
- ❖ Leveraging Integration
- ❖ Thoughtfulness



From "Assessing Student Work at Disciplinary Crossroads," Veronica Boix-Mansilla

**Washington Center's Heuristic
Designing Purposeful & Integrative Learning**

What is the public issue or question?

Disciplinary grounding
or areas of expertise

Integrative Learning

Possibilities for connections



**Developing an Integrated Assignment
– Think-Group-Share Activity**

- At your table, get into groups of 3 with faculty or staff from different disciplines
- Get at least 3 sticky-notes from the pads on the table (Each person pick up a different color)
- **Think-**In the context of your discipline, what do you want students to learn most from your course? What do you want them to know, do or perform as a result of your course?
 - Write each response (at least 3) on a separate sticky note
 - In your **group, share,** compare, and cluster sticky notes by related concepts, content areas, or themes on the table or on a flip chart paper



**Integrated Assignment for
Interdisciplinary Understanding
(Adapted from Boix-Mansilla, Harvard University)**

- What is a **public issue,** question or real world problem that matters to students and has a sense of purpose?
- Create an **integrative assignment** that provides evidence of learning to solve a public issue. What is the goal of the assignment that cuts across disciplines
- Develop a **sequence of assignments** (sub- assignments in the discipline course) for students to demonstrate disciplinary understanding (concepts, theories, insights, knowledge, methods, and language) and contributions to the problem.
- What are students being asked to integrate to leverage their understanding? i.e. appropriate disciplines combined to solve the problem



Integrated Assignment for Interdisciplinary Understanding continued...

- What curricular, co-curricular and community resources will you use to support in depth learning of the assignment? e.g. books, films, field trips, etc.
- How will students reflect (consider different perspectives, challenges, etc.) on their work to gain new insights? e.g. Journals, Blogs, Discussion Forums, etc.
- How will students' work become public? e.g. ePortfolios, class presentations, project displays, CDs, Websites, etc.
- What is the theme for the assignment?
- Post assignment



Block Themes (JCSU) 2005-2006

- *Ethics in the Civic Realm: We Are Our World's Keeper*
- *Ethics in the Civic Realm: The Creation of Community through Common Culture and Values*
- *Closing the Achievement Gap: An Educational Imperative*
- *Minority Health Disparities: Complex Issues, Complex Solutions*
- *Belonging(s): Family Re-unions*
- *Hipping the Hype: The Social, Ethical, Scientific, and Political Dimensions of Keeping Our World Healthy*
- *What Is the Nature of Success?*
- *Discipline and Desire: Inspiration to Improvisation*
- *Who Am I: Community, Culture, and Identity*
- *Discovering Self through Service*
- *We Are Here Together: The Pros and Cons of Becoming a Multi-Cultural Society*
- *Cultural Awareness and Critical Creativity: What Is It?*
- *Quality of Life: Water, Water Everywhere and Not a Drop to Drink*



2006-2007 Cluster Themes

- Blocks 1-4:
 - *Communication or (Miss) Communication: Lessons for Life*
- Blocks 5 & 8:
 - *This I Believe...*
- Blocks 6 & 7:
 - *The Browning of America: Are we a Melting Pot or a Tossed Salad?*
- Blocks 9-12:
 - *A Global Outlook: Survival Skills and Concepts*
- Blocks 13 & 14:
 - *Leadership for Life*
- Blocks 15-19:
 - *What Do You Know About That? The Social, Ethical, Scientific, and Political Dimensions of Keeping Our World Healthy*
- Block 20:
 - *It's Goin' Down: Health in Your Culture*



Co-curricular and Service Learning reflection activity

- ❖ *What, So What, Now What* model
- ❖ Reflection on how the co-curricular experience deepens the understanding of an integrated assignment

Adapted from the Northwest Academy, Metro Center, Portland, Oregon
<http://nationalservicersources.org/filemanager/download/615/nwtoolkit.pdf>



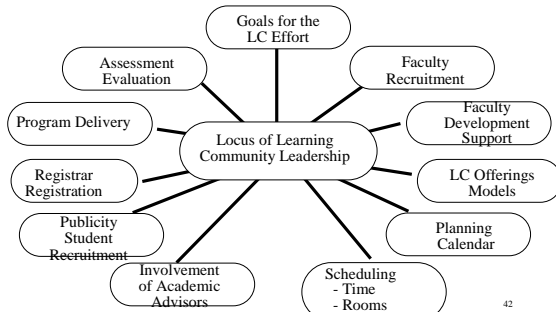
Planning and Administration

A University effort...



Successful Learning Community Implementation

Successful Learning Community implementation requires extensive cross-unit coordination:



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Critical Elements of the Change Process



- Impetus for Change
- Administrative Support
- Leadership Team
- Comprehensive View/Shared Vision
- Strategic Plan
- Inclusive Planning
- Student-Focused Goals
- Faculty Involvement
- Project Director
- Information
- Networks
- Resources
- Incentives and Rewards

Resource Support for Learning Community Programs



Support varies from nothing, to all of the following.
Support in start-up years is especially critical.

1. A clear locus of leadership, with a steering committee.
2. Planning support for faculty and staff members
 - planning stipends
 - released time before or during the LC offering
 - curriculum planning retreats
3. Faculty development for LC
 - locatable, accountable site for faculty development
 - curriculum planning retreats
 - annual LC institutes
 - various skill-building and sharing opportunities
4. Reduced enrollment for pilot LC classes
5. Special publicity for LC offerings
6. Support (or released time) for LC coordinator
7. Assessment/evaluation support

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Support: Human Resources (JCSU)



- LC Advisory Committee
- LC Coordinators(s)
 - Freshman Coordinator
 - Upper and in the Major LC Coordinators
- Faculty Development Director
- Administrative Assistant
- Student Technology Assistant Program-Help Desk
- Educational Technologist
- Mentors for Students and Faculty
- Assessment Committee

Others who may participate in LC teaching teams besides faculty members:

- Learning support specialists
- Academic advisors
- Residence life staff
- Librarians
- Computer technology specialists
- Students! Both undergraduate and graduate students frequently serve as teachers, peer advisors and facilitators



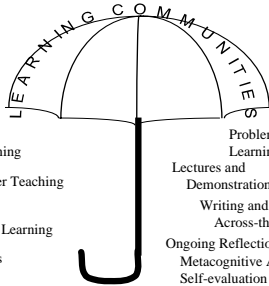
Faculty and Staff Development



Core Practices



Learning Communities Invite an Array of Pedagogical Approaches:



- | | |
|--|--|
| <p>Collaborative/ Cooperative Learning</p> <p>Peer Teaching</p> <p>Discussion Groups & Seminars</p> <p>Experiential Learning</p> <p>Labs and Field Trips</p> | <p>Problem-Centered Learning</p> <p>Lectures and Demonstrations</p> <p>Writing and Speaking Across-the-Curriculum</p> <p>Ongoing Reflection, Metacognitive Activities, Self-evaluation</p> |
|--|--|



Faculty Involvement



- On a LC team (2 or more faculty)
- On a LC Committee
- On a LC Advisory Board to coordinate program offerings
- As a workshop leader
- As a grant writer
- As a consultant

Retaining Faculty



- Incentives
 - Mini Grants
 - Stipends
 - Summer Pay
 - Release Time
 - Resources (Books, videos, software, etc.)
 - Others?
- Recognition
 - Certificates
 - Plaques
 - Newspaper Announcements
 - Others?

Retaining Faculty continued...



- Professional Growth Opportunities
 - Serving as a consultant on and off campus
 - Presenting in campus workshops and at conferences
 - Disseminating program outcomes at workshops and conferences
 - Traveling to attend and participate in conferences
 - Purchasing books and other resources
 - Taking educational expeditions (tours, outings, etc.)
 - Bonding as a team (travel in groups) for retention and future involvement
 - Publishing Results

Retaining Faculty continued...

● Personnel Decisions

- Promotion
- Tenure
- Post-tenure Review
- Merit
- Salary increases



Learning Communities Mini Grants

● Grant provides:

- Stipends as an incentive to get started
- Funding for co-curricular activities or resources
- Time to bond and work with team members
- Faculty development training



Benefits of Mini Grants

- Enhance changes in programs
- Inspire course revisions
- Contribute to faculty growth
- Provide incentive
- Yield quicker results





Funding Learning Communities



Funds Allocated 2005-2006

- JCSU Board of Trustees \$250,000
- HBCU-UP \$250,000
- The Duke Endowment \$500,000 per yr/3yrs

Other Contributors

- The Andrew Mellon Integrated Studies Grant
- The MBRS RISE Program
- Title III



The Budget Allocations

- Faculty and overload salaries
- Staff salaries
(Assessment Coordinator)
(Financial Aid Counselor)
- Fringe Benefits
- Case Manager
- Team Leader Stipends
- Faculty Development Activities
- Block Co-curricular
- Service Learning Activities
- Technological Advances

The Budget Allocations



- New faculty and overloads
- New staff
(Assessment Coordinator)
(Financial Aid Counselor)
- Fringe Benefits
- Case Manager
- Team Leader Stipends
- Faculty Development Activities
- Block Co-curricular
- Service Learning Activities
- Technological Advances

General Funding Sources



- Federal Grants: Faculty Development Components
 - Department of Education
 - National Science Foundation
 - http://www.nsf.gov/home/grants/grants_opps.htm
 - National Endowment for the Humanities
 - <http://www.neh.gov/grants/grants.html>
 - National Endowment for the Arts
 - <http://www.nea.gov/guide/GAP04/GAPindex.html>
 - NASA
 - <http://www.nasa.gov>
 - Department of Defense, FIPSE, Title III, others
 - NIH MARC Ancillary Training Grants
 - <http://grants1.nih.gov/grants/index.cfm>

General Funding Sources continued...



- Foundation Grants
 - Bush-Hewlett Foundation
 - Ford Foundation
 - Kellogg Foundation
 - Philip Morris
 - Lumina
 - Keck
 - Bell South Foundation and other Bell Foundations
 - Carnegie Foundation
 - Andrew Mellon Foundation
 - Private foundations within the city, across the state, and nationally
 - Others

Assessment and Evaluation

Providing Formative and Summative Feedback



Collaborative Assessment Protocol

- ❖ Examines students' work for **evidence** of integrative and interdisciplinary learning
- ❖ Prompts more considered and intentional feedback to students on their work
- ❖ Focuses attention on assignments and what we are inviting students to learn

❖ Malnarich and Lardner, AAC&U 2007



Formative Assessment: Classroom Assessment Techniques (CATs)

Tom Angelo and K. Patricia Cross, *Classroom Assessment Techniques and Research*

- Assessing Course Related Knowledge Activities
 - One Minute Paper
 - Muddiest Point
 - Memory Matrix
 - Focused Listing
 - Pro and Con Grid
 - One Sentence Summary
 - Problem Recognition Tasks
 - Directed Paraphrasing
 - Student-Generated Test Questions
 - CATs and Technology



Are Learning Communities Effective?



- Student outcomes
 - Student retention, achievement
 - Student involvement, motivation
 - Time to degree, degree completion
 - Intellectual development
- Faculty outcomes
 - Faculty development in terms of expanded repertoire of teaching approaches, revised course content, and new scholarly interests.
 - Faculty mentoring
 - Faculty engagement with beginning students, with general education offerings.
- Institutional outcomes
 - Learning communities as deliberate intervention in curricular trouble spot--courses with low success rates
 - i.e., R&D sites for curriculum development, and
 - the strengthening of teaching and learning

Assessing FALC Operations



- The Objective is to have students
 - Return as sophomores
 - Fulfill the General Education requirements
 - Move into major courses of study
- The foci of assessment are
 - Monitoring students' academic progress
 - Monitoring the quantity and quality of the services to the students
 - Identifying the issues/areas that need improvement
- Three-level assessment structure
 - Course-level assessment
 - Program-level assessment
 - University-level assessment

Assessing FALC Operation (cont.)



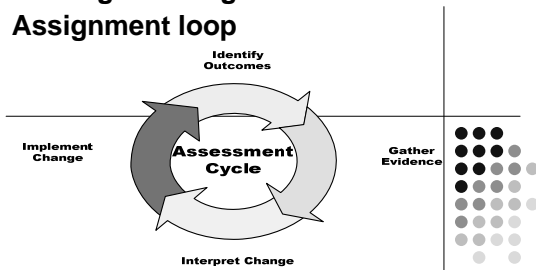
- Three level assessment structure**
- *Course-embedded assessment*
Assignment, mid- and final tests
(measured by term grades and GPA)
Course Portfolios
CATs
 - *Program level assessment*
Semester-end surveys on students, Faculty,
and staff using Flashlight Survey
 - *University level assessment*
Academic Profile (AP) or Measure of Academic Proficiency and Progress (MAPP)
College Student Inventory (CSI)
National Survey of Student Engagement (NSSE)
Faculty Survey for Student Engagement (FSSE)
Classroom Survey for Student Engagement (CLSSE)
Student Satisfactory Inventory (SSI)

Assessment Tools



- Classroom Assessment Techniques-for quick and timely feedback (formative)
- Quality Checklist-for cross/integrated assignments
- Course/Teaching Portfolios-for documenting evidence of teaching assignments
- Faculty Learning Community Logs-for monitoring implementation of teaching elements
- Flashlight Surveys-for surveying student attitudes about LC activities
- ePortfolios (TrueOutcomes)

Closing the Integrated Assignment loop



Use a rubric to assess integrated assignment report and reflective papers
e.g. Washington State University's Rubric on Critical and Integrated Thinking
<http://wsuicproject.wsu.edu/ctr.htm>



Use Data for Improvement to:



- Improve internal communication to better coordinate various services to students
- Improve communication with students and their parents
- Continue to assess LC operation
- Develop a comprehensive operation plan and an implementation guideline to ensure the LC planning, organization, and management align with the Strategic Plan and assessment plan.
- Refine the scheduling process
- Streamline data collection

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- Washington State University's Rubric on Critical and Integrated Thinking
<http://wsucproject.wsu.edu/ctr.htm>

Resources



For articles and resources:

- JCSU www.icsu.edu – Click Academics then Freshman Academy
- Go to www.evergreen.washcenter, then click learning communities/assessing learning/
- Learning Communities Website
<http://learningcommons.evergreen.edu>
